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Approved For Release 2001/11/16 : CIA-RDP63-00309A000200060019-9

*Office Memorandum* • UNITED STATES GOVERNMENT

TO : Chief, JOTP

DATE: 19 January 1960

25X1A FROM : [REDACTED]

SUBJECT: Suggestions for JOTP Based on Experience in the State  
Department Mid-Career Course

*for the record: He  
called me, asked if I would  
be interested, and I  
said "yep"*

1. In response to your telephone request of 17 December 1959 I am enclosing a copy of my Course Report on the State Department Mid-Career Course together with a few personal observations. You will find in Section IV, beginning on the bottom of page 8, a description of some of the instructional techniques used, which in my opinion, were most effective.

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2. The course stressed student participation throughout the entire twelve weeks, both group and individual. Although fundamentally a lecture course, only about 50% to 60% of the total time was actually devoted to lectures. The balance of the time was spent in individual presentations and group discussions, informal sessions with speakers, tours of various government Agencies and toward the end of the program, the preparation and presentation of the Course Thesis.

3. One of the techniques used in the Mid-Career Course which might be adaptable to JOT use is the "substantive panel." This device afforded an opportunity for both continuity and thorough review as the course progressed. A group of students were selected each two weeks to monitor all the lectures for the forthcoming period very carefully, and then to summarize the two-week program for the entire group upon its completion. Additional reading assignments were also given to each panel, so that their review would not be merely a rehash of what the lecturers had said. Students were carefully evaluated by the Course Supervisor for the quality of their seminar presentations and the thoroughness of their review. In the case of the JOT's, this might be done on a weekly basis, with 4 or 5 students leading a discussion on the Monday or Tuesday afternoon after the close of each week.

4. Field trips, such as those developed by [REDACTED] during the last two weeks in December, could be readily integrated into the IO phase of the course by the addition of the week, would add a touch of variety as well as providing a

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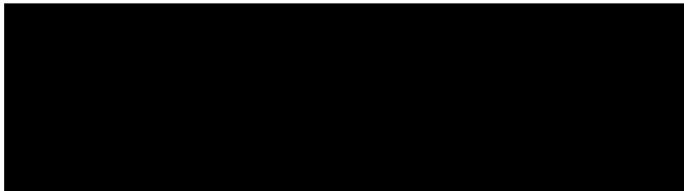
realistic educational experience to the program, and would get the JOT's out of the R&S auditorium for a few hours each week.

5. I believe a revival of the kind of group written effort which the JOT's produced in the "American Heritage" section of the 1958 JOT program would be productive, both in terms of stimulating the students' thinking, and providing an excellent opportunity for student evaluation. In my opinion, however, it would have to be a little less non-directive to be effective.

6. These are just a few thoughts based on my experiences in the Mid-Career Course and with the 1958 JOT's. Because of my State Department Course, I did not participate in the JOT program this year and am not as familiar with the details of the current program.

7. I hope these ideas may be of some help to you.

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Encl.

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2	[REDACTED]		
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ACTION		DIRECT REPLY	PREPARE REPLY
APPROVAL		DISPATCH	RECOMMENDATION
COMMENT		FILE	RETURN
CONCURRENCE		INFORMATION	SIGNATURE
Remarks: <i>These are the papers I received from [REDACTED] and which DTR asked to be sent to you. I agree with [REDACTED] comments.</i> <i>1-2: for your consideration.</i>			
FOLD HERE TO RETURN TO SENDER			
FROM: NAME, ADDRESS AND PHONE NO.			DATE
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Ben: I intend to recommend that significant portions of the Introduction to Overseas Effectiveness Course (IOE), combined with some facets of the American Thesis, are worked into the Orientation Course for the JOTS.

The same or similar material can be used at the mid-career level, looked at from the points of view of management, and conduct of operations.

W.

# MISSING PAGE

ORIGINAL DOCUMENT MISSING PAGE(S):

Attachments